

Book Review

Brew, A. (2006). *Research and Teaching: beyond the divide*. Basingstoke: Palgrave MacMillan.

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For deep learning not suitable for dippers

The book aims to examine the relationship between research and teaching in today's Higher Education environments.

The book is divided into three parts; each with multiple chapters:

Part 1: Exploring the research and teaching relationship

1. Why should we be interested in bringing research and teaching together?
2. Towards a new model of the relationship

Part 1 consists of two chapters, which discuss the historical perspective and divide between teaching and research and introduce a new model to integrate them both together more cohesively. The author examines the influences of political, economic and social contexts on universities and how these have impacted on teaching and research. A new model of the relationship is presented, which is 'focused on the socially related meaning-making processes of all participants as learners and knowledge-builders whether they are students or academics' (Brew, 2006 page 31). This model aims to integrate teaching and learning, scholarship, inclusive scholarly communities, knowledge building and research together so that they are dynamic processes working together.

Part 2: The domains of research-enhanced education

3. The appropriateness of research-enhanced education
4. Student engagement with research: at arm's length
5. Student engagement with research: embraced into a community of researchers
6. Teaching as research
7. Learning to transform teaching.

Part 2 consists of the five chapters listed above. This part looks at initiatives to enhance and bring research and teaching together. It includes examples to aid understanding and to reinforce the issues and concepts raised. The author addresses the confusion in the interpretation of what is meant by research-led and research-enhanced teaching and how various disciplines define the concept differently. Furthermore, the inclusion of students as active participators in research is discussed and how such collaborations might be instigated to enhance academic and student relationships.

Part 3: Going beyond the divide

8. Teaching-enhanced research
9. Culture and context
10. Dimensions of a research-enhanced higher education
11. Vision for the future

Part 3 discusses how scholarly knowledge-building communities can be established in universities and the contextual issues that can influence the integration of research and teaching. The role of teaching in influencing and enhancing research is explored and how teachers need to be more actively involved in the process by critical reflecting on their professional practice.

This book will not provide a 'step by step' guide on how to conduct educational research. It does discuss the problems and issues that may hinder the integration of research and teaching in universities and proposes ways in which research and teaching can become more intertwined. This book will make interesting reading for those employed as lecturers and researchers in higher education.